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ABSTRACT

As part of an ongoing effort to evaluate the success of occupational program completers in the Illinois Community College System (ICCS), a survey was conducted in March 1993 of 2,641 students who graduated from 14 broad occupational program areas in the 49 ICCS institutions in 1992. The survey examined graduates' attendance objectives, educational status, employment status, salary, date beginning current employment, geographic location of employment, and satisfaction with their employment and educational programs. Study findings, based on surveys returned by 1,358 graduates, included the following: (1) 90.4% of respondents were either successfully employed, pursuing further education, or both; (2) 39.5% of the respondents found employment after receiving a degree or certificate, 29.1% while they were enrolled in community college, and 31.4% held the same position that they had occupied at program entrance; (3) over two-thirds of the respondents were employed in occupations related to their training; (4) hourly earnings among the respondents averaged $10.73, ranging from $5.90 for Information Processing graduates to $14.43 for Metal Work Apprentice graduates; (5) 27.2% of graduates were pursuing further education; (6) 10.4% of the respondents were unemployed and seeking work; and (7) respondents gave high satisfaction ratings to ICCS course content and to their current jobs, but lower satisfaction ratings to career planning and transfer planning. Discussions of results for specific program areas are included, and detailed data tables are appended. (Contains 13 references.) (PAA)

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Follow-up Study of Community College Students Completing Selected Occupational Programs in Fiscal Year 1992

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FOLLOW-UP STUDY OF COMMUNITY COLLEGE STUDENTS COMPLETING SELECTED OCCUPATIONAL PROGRAMS IN FISCAL YEAR 1992

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FOLLOW-UP STUDY OF COMMUNITY COLLEGE STUDENTS COMPLETING SELECTED OCCUPATIONAL PROGRAMS IN FISCAL YEAR 1992

Introduction

Illinois community colleges are leaders in workforce preparation. For over 28 years, the Illinois community college system has been providing occupational, vocational, and academic skills training that addresses statewide needs, as well as needs that exist at the local level. The system has embraced the challenge of helping workers build their skills, which positions them to successfully compete in a global marketplace.

As the American society has moved from a largely goods-producing to a more information- and service-based economy, the need for worker training and retraining has increased. This trend is expected to accelerate. *Dateline 2000* reports U.S. Bureau of the Census estimates that "by the year 2000, 70 to 75 percent of all job classifications will require some form of postsecondary education for entry (p. 38)." Likewise, *Building Communities* indicates an increased tendency for workers to change jobs, "The U.S. Department of Labor estimates that by the year 2000 a worker will change careers three times and jobs at least seven (p. 22)." Often a commensurate need for retraining accompanies these changes.

The statewide telecommunications initiative, accountability inventory, and statewide planning process serve as examples of the community college system's forward movement. Educational access will be increased, quality enhanced, and better prepared students should result from these initiatives.

Community colleges exist to provide accessible opportunities for quality education and training. The community college system has an ongoing concern about the limited availability of cost-effective training in selected areas of the state. The colleges actively seek opportunities to increase educational access in these underserved areas. With legislative support, the community college system is taking action, in conjunction with higher education colleagues and business partners, to increase educational access through applied telecommunications technology. In 1993, initial steps were taken to establish a statewide telecommunications system. The technology will open doors to educational programming and directly impact the nature of education as we know it. Community colleges and public and private four-year institutions are united in these efforts as they form consortia to implement the statewide network.

The Illinois Community College Board strongly believes that system performance should be evaluated carefully and the results communicated publicly. Enhancements should be made and, where necessary, efforts should be redirected on a timely basis. Hence, an *Inventory of Accountability Measures* was adopted by the Illinois Community College Board in March 1993. It contains 35 student achievement, programmatic, and instructional measures which will be systematically analyzed according to an established schedule. The inventory enumerates those areas where performance can and should be measured at the state level.

Relatedly, the statewide planning process for the community college system was launched at the November 1992 Accountability Conference by the Illinois Community College Board, the Presidents Council, and the Illinois Community College Trustees Association. Representatives from all community college constituent groups have participated actively in the statewide planning process. Thirteen regional town meetings were held across the state to gather input and insights from college faculty, administrators, and staff, as well as business, industry, and community leaders, on the community colleges' direction over the next five to seven years. This is the first comprehensive statewide planning process undertaken since the late 1970s. Community colleges are prioritizing their goals and objectives and positioning the system for continued success in an era of scarce resources.

The colleges employ a range of initiatives to enhance the quality of training they provide, including active advisory committees, educational guarantees, program review, and long-range planning. Colleges actively seek input from local employers about the skills and abilities required for success in the workplace. Advisory committees composed of local business and industry leaders help design new programs and help review curricula to assure that continuing programs are viable in preparing students for employment. Illinois community colleges stand behind their graduates. The Illinois community college system is leading the nation with the first comprehensive statewide educational guarantees program in the country. Through the program review process, need, cost, and quality of programs are reviewed systematically on a five-year cycle. Likewise, colleges have market-driven, systematic planning processes. The colleges anticipate emerging trends and respond with targeted programs.

The occupational follow-up study is a part of the community college system's ongoing effort to enhance program quality and be accountable. Occupational graduates' successes are documented and their progress tracked through the follow-up study. Approximately one-fifth of the occupational programs are reviewed annually. Monitoring occupational program graduates' progress is an important component in the system's efforts to assess student preparation for workforce entry and advancement. For over 19 years, Illinois community colleges have engaged in periodic statewide occupational student tracking. Graduate survey results have proven useful in program planning and program review processes both locally and at the state level.

Multiple measures of success are required to accurately reflect the diversity of occupational graduates. Occupational programs are designed to prepare graduates for gainful employment; yet, many completers do not directly enter the workforce but instead pursue further education. Often, there is a substantial degree of overlap in courses required in certificates and associate degrees in closely related programs. Hence, frequently, occupational certificates are completed on the way to associate degree attainment. AAS completers also transfer to four-year colleges and universities to continue their studies. Minimally, community college occupational graduates locating meaningful employment or continuing their studies should be considered successful.

Occupational Programs Surveyed for this Report

This report is based on responses from occupational program graduates of selected programs to a standardized survey developed by the ICCB. Occupational graduates from all 49 Illinois public community colleges used the uniform follow-up study survey instrument which addressed the following topics: attendance objective, educational status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed.

The current follow-up study focused on fiscal year 1992 graduates from selected occupational programs. A total of 2,641 graduates were surveyed in March 1993 following the fiscal year of graduation. For most graduates, this is approximately six to nine months after program completion.

Business programs included in this year's study were Accounting/Bookkeeping, Banking/Finance, Office Supervision, Information Processing and General Office Occupations--including Clerk Typists and General Office Clerks. Low response rates resulted in the exclusion of two other General Office curricula from the study--Receptionist and Typing/Keyboarding.

Two engineering-related programs, Quality Control and Mechanical Engineering Technology, were included in the study. In the Allied Health field, only results from Medical Laboratory Technology are reported. The response rate for Ophthalmic Medical Assisting was too low to consider. Interior Design graduates from Home and Institutional Services and Library Assisting graduates from Library Science also are included.

The largest number of graduates surveyed was in Trade/Industrial programs. A total of 1,165 graduates were included from the following programs: Heating, Air Conditioning and Refrigeration; Drafting; Graphic and Printing Equipment Operators; and Precision Metal Working. Pipefitting was scheduled for review but was omitted because there was only one graduate in fiscal year 1992. Results for Mechanical Typesetter and Composer program graduates were excluded based on the low response rate. A low response rate for Numerical Control Operator and one graduate for Sheet Metal Worker caused these two Precision Metal Worker programs to also be excluded. Table 1 presents the number of graduates surveyed and the response rates for each program area.

Usable surveys were returned by 1,358 of the 2,641 graduates yielding an overall response rate of 51.4 percent. Respondents in a particular program may have returned surveys in which some questions were left blank. Percentages cited throughout the report reflect the number of responses to each question.

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Table 1

OCCUPATIONAL FOLLOW-UP RESPONSE RATES

PROGRAM AREA	NUMBER SURVEYED	NUMBER RESPONDING	RESPONSE RATE
BUSINESS	1,001	539	53.5
Accounting/Bookkeeping	644	342	53.1
Banking/Finance	47	24	51.1
Office Supervision	78	48	61.5
General Office	168	88	53.0
Clerk Typist			
General Office Clerk			
*Receptionist			
*Typing/keyboarding			
Information Processing	64	37	57.8
PERSONAL SERVICES			
*Mortuary Science	11	2	18.2
ENGINEERING-RELATED	238	125	52.5
Quality Control	51	24	47.1
Mechanical Engineering Technology	187	101	54.0
Mechanical Engineering Technology			
Computer Aided Design			
*Microprecision Technology			
ALLIED HEALTH	90	41	45.6
Medical Laboratory Technology	83	39	47.0
*Ophthalmic Medical Assisting	7	2	29.0
HOME/INSTITUTIONAL SERVICES			
Interior Design	80	48	60.0
LIBRARY SCIENCE			
Library Assisting	56	34	60.7
TRADE/INDUSTRIAL	1,165	560	48.8
*Pipefitting	1	1	100.0
Heating/Air Conditioning/Refrigeration	366	189	51.6
Drafting	195	100	51.3
Architectural			
Mechanical			
Graphic/Printing Equipment Operators	215	101	47.0
Commercial Art/Graphic Design			
Commercial Photography			
*Mechanical Typesetter			
Lithographer/Platemaker			
Precision Metal	388	178	45.4
Machine Shop Assistant			
*Sheet Metal Worker			
Tool/Die Maker			
Welder			
*Numerical Control			
Metal Worker Apprentice			
TOTAL	2,641	1,358	51.4

*Excluded from study due to low number of graduates or low response rates

Percentage of Graduates Successful in Finding Employment and/or Continuing Education

- In spring 1993, 90.4 percent of the surveyed occupational graduates were either employed or continuing their education. All respondents from two program areas, Quality Control and Safety Technologies and Precision Metal Apprentice, were employed. Other programs with exceptionally high employment and/or continuing education rates included Medical Laboratory Technology (97.4 percent); Heating, Air Conditioning and Refrigeration (94.7 percent); Information Processing (94.6 percent); and Mechanical Engineering Technology (94 percent). (See Table A-1.)

- Nearly 83 percent (82.9) of the occupational completers in the specified programs were employed. Programs with the highest employment percentages included Quality Control and Safety Technologies (100 percent), Precision Metal Apprentices (100 percent), Medical Laboratory Technology (92.3 percent), and Machine Shop Assistant (90.5 percent). (See Table A-2.)

- Nearly one-fifth (19 percent) of the respondents reported being simultaneously employed and pursuing additional education (N = 256). (See Table A-3.)

- Over one-quarter (27.2 percent) of the graduates were pursuing additional education. This was equivalent to the percentage reported in last year's analysis which covered different occupational programs. Another 5 percent had taken additional classes after graduating but were not enrolled at the time of the survey. Among graduates continuing their studies, 69.3 percent were enrolled in a related program. Program areas with the highest percentage of graduates continuing their education were Commercial Art/Graphic Design (47.5 percent), Banking and Finance (45.8 percent), Commercial Photography (45.5 percent), and Architectural Drafting (42.2 percent). (See Table A-4.)

Employment Patterns

Rate of Employment in a Related Field. Overall results indicated that over two-thirds (68.6 percent) of the respondents were employed in positions related to their training. Graduates from Medical Laboratory Technology (97.2 percent) programs, which are highly specialized, exhibited the highest level of employment in a related area. Mechanical Engineering Technology (82.9), Library Assistant (82.8 percent), and Office Supervision (81 percent) graduates ranked second and third, respectively, in related area employment. (See Table A-5.)

Commercial Photography (83.3 percent), Architectural Drafting (55.3 percent), and Accounting and Bookkeeping (40.2 percent) had the highest proportion of graduates working in an area that was not related to their training. The Accounting and Bookkeeping program is large, and these graduates account for nearly one-third of all surveyed graduates working outside their area. Reasons provided by Accounting and Bookkeeping graduates working in unrelated jobs were: unable to find a position in the field (42.3 percent), other (15.4 percent), preferred working in another field (10.3 percent), accepted another job to get preferred working hours (9 percent), and currently in a temporary position (6.4 percent).

Fifty-five percent of the Architectural Drafting completers were working in positions not related to their studies. Most often cited reasons for working outside their area were a lack of positions in the field (28.5 percent), better pay in another field (28.5 percent), working in a temporary job (19 percent), and preferred working in another field (14.3 percent). Commercial Photography programs had few graduates but most (83.3 percent, N = 5) were working outside the field. Among Commercial Photography completers, three could not find positions in the field, one preferred to work elsewhere, and one was working in a temporary position.

Full-Time versus Part-Time Employment. Among employed graduates, 84.4 percent were working in full-time positions. The following list of program areas with the highest rate of full-time employment were dominated by the skilled trade and engineering-related programs.

Table 2

HIGHEST FULL-TIME EMPLOYMENT RATES BY PROGRAM AREA

Quality Control and Safety	95.8 percent
Precision Metal Workers	95.4 percent
Heating, Air Conditioning and Refrigeration	93.5 percent
Mechanical Engineering-Related Technologies	92.6 percent

Overall, 15.6 percent of the employed graduates were working in part-time positions. Except for Graphic and Printing Equipment Operators, the programs listed below with the highest rates of part-time employment were in areas largely staffed by females.

Table 3

HIGHEST PART-TIME EMPLOYMENT RATES BY PROGRAM AREA

Information Processing	31.3 percent
Graphic and Printing Equipment Operator	30.4 percent
General Office	30.2 percent
Library Assisting	30.0 percent

Of these program areas, Graphic and Printing Equipment Operator had a relatively high percentage of graduates who were simultaneously employed and continuing their education, thus accounting for part-time employment. (See Table A-1.)

Point of Job Attainment. The largest group of graduates (39.5 percent) obtained their current employment after graduation. Over one-quarter (29.1 percent) acquired their positions while enrolled. Nearly one-third (31.4 percent) remained in the same position they had when they initially entered the program. As expected, due principally to licensure requirements, Medical Laboratory Technology graduates were most likely to locate a new position after graduation. Two-thirds of the Library Assistants and over one-half of the Quality Control and Safety Technology graduates were in the same position when surveyed as they held when they started the program. (See Table A-6.)

Location of Employment. Ninety-two percent of the graduate respondents in 1993 were employed in Illinois. Hence, tax dollars invested in educating this group of students should receive a solid rate of return. The graduates are engaged in productive work and contributing to the state's economic well-being. The percent of graduates employed in the state after graduation remained consistently high over the past two years, even though occupations surveyed were quite different. Two-thirds (66.4 percent) of the students remained in the district where they were trained, and their increased earning power contributes to the local economy. Only 7.8 percent indicated they were employed outside Illinois. (See Table A-7.)

Over three-quarters of the graduates from four programs were working in the district where they graduated: Information Processing (83.9 percent), General Office (83.6 percent), Accounting/ Bookkeeping (79.5 percent), and Mechanical Engineering-Related Technologies (78.8 percent).

Average Salaries of Graduates Employed Full-time. Community college graduates from the occupational programs in the study show strong overall earnings. The average salary earned by full-time employees from the specified occupational programs was $10.73 an hour or the equivalent of $22,318 a year. Appendix Table A-8 contains detailed results. At $14.43 an hour, graduates of Metal Work Apprentice program graduates earned the highest average full-time hourly salary among the programs studied. Graduates from this program who remain employed full-time throughout the year would earn approximately $30,014. Metal work can be seasonal. Quality Control and Safety Technologies graduates exhibited the second highest average wage at $13.28 an hour or $27,622 per year. All Metal Work Apprentice and Quality Control and Safety Technologies respondents who provided salary data were employed full-time.

The lowest average hourly salaries for full-time employees were earned by graduates functioning in office support roles -- Information Processing ($5.90) and General Office ($6.14). *HORIZONS* (1994) shows recent average salaries ranging from $11,606 to $21,736 for data entry/information processors with substantial regional pay rate differences (p. 74). Community college information processing graduates earned $12,272 per year. Likewise, *HORIZONS* (1994) reports that general office clerks recently averaged between $10,857 and $24,377 annually (p. 61). General Office program graduates averaged $12,771 annually.

These full-time salary data reveal large gaps among programs in hourly earnings. Graduates from the highest paying programs averaged nearly two and one-half times the amount earned by completers of the lowest paying fields. Students should be cognizant of these pay differentials when making career decisions and consider the long-term impact that can result when pay increases are awarded on a percentage basis.

Average Salaries of All Graduates. When all employed graduates are considered together, the average hourly salary was $10.31. The relatively high salary is attributable to full-time employment status for 85 percent of the graduates who provided salary information. Programs with the highest pay where both full- and part-time workers were reported included Heating, Air Conditioning and Refrigeration ($12.87) and the two Mechanical and Engineering-Related Technologies--Mechanical Engineering ($12.36) and Computer-Aided Design ($12.16).

The highest paying fields in the study were those which traditionally employ males. The Heating, Air Conditioning and Refrigeration program was almost exclusively male at 98.5 percent (N = 132). Nearly 90 percent (N = 31) of the Mechanical Engineering and over three-quarters (N = 28) of the Computer-Aided Design graduates were male. The lowest paying fields in the study were predominantly female. All Information Processing graduates were female (N = 97) and earned an average of $5.61. Similarly, 98.4 percent of the General Office graduates reporting salary data were female. Their average earnings were $6.14 per hour.

Economic Benefits of a Community College Education. Recent national data suggests that the overall earning power of community college associate degree graduates is increasing. A Department of Commerce report entitled *What's It Worth? Educational Background and Economic Status* (1990) examined earnings in 1984 and 1990. The average monthly earnings for associate degree holders in 1990 was $1,672 or $20,064 annually, up 20.7 percent since 1984. Similarly, in data from *Money Income of Households, Families and Persons in the United States* (1992), the Department of Commerce indicated that the median income of males with an associate's degree was 26 percent higher than for those with a high school diploma.

The U.S. Department of Labor's Bureau of Labor Statistics (Fall 1991) agrees that education is important in obtaining higher paying jobs; people with more education have higher earnings within virtually all occupations. *Vocational Education Journal* (1993) adds that jobs requiring more education also are the jobs growing the fastest in today's economy with most areas of growth requiring at least some postsecondary education.

Relatedly, a recent report published by the National Bureau of Economic Development (1993) indicates that the financial benefits of a community college education are "remarkably similar" to those of a four-year institution. The report entitled *Labor Market Returns to Two- and Four Year Colleges: Is a Credit a Credit and Do Degrees Matter?* was produced by Harvard researcher Thomas Kane and Princeton researcher Cecilia Rouse. The researchers observed that average income rose approximately 5 percent for every 30 college-level credits completed -- regardless of whether the courses were from a two- or four-year college. The report indicated that, "community colleges are becoming increasingly important institutions in the U.S. labor market" (p. 31). The researchers based their analysis on the 1986 follow-up of the National Longitudinal Study of the High School Class of 1972.

Unemployment Rates. The rate of respondents who were unemployed and seeking work was 10.4 percent. Although they were not working, 48 of these 140 graduates were pursuing further education when surveyed. The survey was conducted in March 1993 when unemployment rates in Illinois rose to 8.6 percent, compared to 8.2 percent in March 1992.

Survey data indicated that graduates of several program areas experienced unemployment rates lower than the state average. This information is shown in the following table.

Table 4

LOWEST UNEMPLOYMENT RATES BY PROGRAM AREA

Quality Control and Safety Technologies	0.0 percent
Precision Metal Apprentice	0.0 percent
Medical Laboratory Technology	2.6 percent
Library Assistant	5.9 percent
Mechanical Engineering Technology	6.1 percent
Office Supervision and Management	6.3 percent
Heating, Air Conditioning and Refrigeration	7.4 percent
Interior Design and Decorating	8.3 percent

Several program areas experienced higher levels of unemployment; however, various factors can be attributed to these rates. Program size can influence unemployment rates in that a low number of unemployed individuals from a program with few graduates can result in a high unemployment rate. For example, a program affected by this phenomenon was Banking and Finance. While only four graduates were unemployed and seeking employment, the unemployment rate was 16.7 percent as only 24 graduates from the program area responded. Jobless rates across the state ranged from a low of 5.8 in Champaign County to a high of 22.1 percent in Perry County. In addition, many graduates are "place-bound." They prefer to remain in the area where they received their training, often due to family ties. This frequently limits employment opportunities. The impact of the recession (downsizing, mergers, and consolidations) affected some communities more than others.

Specific program areas in which the unemployment rate exceeded the survey average included Commercial Photography (36.4 percent), Banking and Finance (16.7 percent), Computer-Aided Design (16 percent), Clerk-Typist (15.2 percent), Welding Technology (13.8 percent), Mechanical Drafting (13 percent), Accounting/Bookkeeping (12.3 percent), Tool and Die Maker (11.8 percent), Commercial Art/Graphic Design (11.7 percent), and Information Processing (10.8 percent). In examining possible reasons for these rates, it is helpful to review the job outlook for the associated occupations. Information provided in *HORIZONS* (1994) offers cautionary statements concerning conditions affecting employment opportunities for job seekers and is in agreement with the higher unemployment rates depicted in this study. Exceptions include computer-aided designers and information processors. However, as with many of the occupational fields included in this year's study, the job market for computer-aided design positions is subject to periods of economic highs and lows. This may partially account for the higher unemployment rate for graduates of this program area. The rate for Information Processing graduates is more difficult to explain. It, however, was only slightly higher than average, and was somewhat higher due to the low number of graduates. (See Table A-2.)

Proportion of Graduates Not in the Labor Force

An average of 6.7 percent of the graduates responding were not part of the labor force -- unemployed and not seeking work. Nearly two-thirds (64.8 percent) of those not participating in the labor force were females. Accordingly, the occupations in which more graduates were unemployed by choice were traditionally those held by women: Accounting/Bookkeeping, General Office, and Interior Design and Decorating. Graduates from the latter programs were among those least satisfied with labor market information, which could include notification of job vacancies and related placement services. Reasons attributed to not seeking employment when surveyed for both males and females are as follows: Thirty-seven (44.6 percent) indicated they were full-time students; 17 (20.5) percent were full-time homemakers; 7 (8.4 percent) reported a health disability, 9 (10.8 percent) identified family responsibilities, and 13 (15.6 percent) did not chose a specific answer but marked "other."

Degree of Satisfaction with Current Employment

Students rated the degree of satisfaction with their current job at 3.80 on a five-point scale including the following points from high to low: very satisfied, somewhat satisfied, neutral (neither satisfied nor dissatisfied), somewhat dissatisfied, and very dissatisfied. Not surprisingly, the statewide results indicate that students employed in a related field were more satisfied with their employment ($\underline{M}$ = 4.00) than students employed in an unrelated field ($\underline{M}$ = 3.36). Medical Laboratory Technology graduates were the most satisfied with their jobs, awarding a mean score of 4.14. With the exception of one program area, ratings were all within the satisfied range. This program was Commercial Photography in which five of the six employed graduates were working in jobs unrelated to their field of study. They gave an overall satisfaction score of 2.67 which falls into the neutral range. The Graphic and Printing Equipment Operator program area had the greatest diversity of scores, from 2.67 (Commercial Photography) to 3.84 (Commercial Art/Graphic Design). (See Table A-9.)

Degree of Satisfaction with Occupational Training

Satisfaction with Program Components. Graduates rated their satisfaction with college preparation using a five-point scale. Overall survey results show that occupational graduates are satisfied ($\underline{M}$ = 3.98) with components of their programs. The lowest ratings from Table A-10 were still within the satisfied range.

The six components surveyed are listed in Table A-10. Components are ranked from high to low according to levels of satisfaction. Overall scores are presented below.

Course Content	$\underline{M}$ = 4.29
Lecture/Lab Experience	$\underline{M}$ = 4.19
Equipment, Facilities, Materials	$\underline{M}$ = 4.06
Preparation for Further Education	$\underline{M}$ = 4.02
Job Preparation	$\underline{M}$ = 3.83
Labor Market Information	$\underline{M}$ = 3.46

Satisfaction with Major Program Course Content. Course Content was rated highest of all program components by graduates with a mean score of 4.29. Graduates thought information covered in class was pertinent to knowledge and skills needed in the workplace. Graduates were overwhelmingly positive about the course content. Information Processing (M = 4.49), General Office (M = 4.48), Library Assistant (M = 4.42), and Quality Control and Safety Technologies (M = 4.41) graduates awarded the highest mean ratings to Major Program Course Content. All four were in the satisfied to very satisfied range. Graduates expressing the lowest degree of satisfaction with course content were from the Heating, Air Conditioning and Refrigeration Mechanics (M = 4.10), Interior Design and Decorating (M = 4.13), and Banking and Finance (M = 4.17) programs. Even the lowest rated programs fall into the satisfied range.

Satisfaction with Major Program Lecture/Laboratory Experience and Projects. Graduates rated their Lecture/Lab/Project Experiences (M = 4.19) second highest overall among listed program components. Library Assistant (M = 4.44) graduates gave the highest rating to this program component. Respondents in Heating, Air Conditioning and Refrigeration Mechanics (M = 3.79) gave the lowest ratings. Yet, overall ratings show that graduates are satisfied with their Lecture/Lab/Project Experiences.

Satisfaction with Major Program Equipment, Facilities, and Materials. The overall rating of Program Equipment, Facilities, and Materials was 4.06. Business program graduates from the following programs rated the equipment, facilities, and materials highest: Information Processing (M = 4.54), General Office (M = 4.40), and Accounting/Bookkeeping (M = 4.39). Satisfaction ratings were lowest for graduates from Heating, Air Conditioning and Refrigeration Mechanics (M = 3.40); Medical Laboratory Technology (M = 3.65); and Precision Metal Work (M = 3.67).

Satisfaction with Major Program Job Preparation. Graduates rated this component with an overall score of 3.83. Respondents felt their major program areas satisfactorily prepared them for the world of work. Highest levels of satisfaction were found on surveys submitted by completers of Library Assistant (M = 4.35), General Office (M = 4.21), Banking and Finance (M = 4.20), and Medical Laboratory Technology (M = 4.19) programs. Most critical were Interior Design and Decorating graduates, who gave a neutral rating of 3.00.

Satisfaction with Major Program Preparation for Further Education. The average mean for this component was 4.02. Graduates of Banking and Finance (M = 4.40) and Medical Laboratory Assisting (M = 4.31) programs were most likely to express the opinion that the foundational skills they acquired adequately prepared them to continue their education. Interior Design and Decorating graduates gave the lowest rating at 3.63, which is still in the satisfied range.

Satisfaction with Major Program Providing Labor Market Employment Information. The overall rating for this component was 3.46. Respondents were neutral to satisfied with the information they received concerning employment opportunities and trends for careers related to their field of study. Highest ratings came from graduates in Medical Laboratory Technology (M = 3.94) and Library Assistant programs (M = 3.74). Lower levels of satisfaction were expressed by graduates in Quality Control and Safety Technologies (M = 3.10); Heating, Air Conditioning and Refrigeration (M = 3.20); and Interior Design and Decorating (M = 3.24) programs.

Degree of Satisfaction with College Services

Graduates rated their satisfaction with the services they received while attending community colleges. Service areas evaluated included: Financial Aid, Academic Advising, Career Planning, Transfer Planning, Counseling, Tutoring, Library/Audio-Visual, and Student Activities. The average rating for all services was 4.00. Information Processing graduates rated the overall services they received higher than graduates from other program areas (M=4.37). Graduates of Quality Control and Safety Technology programs gave the lowest overall rating of services (M = 3.30). Of the services, Library/Audio-Visual services received the highest rating (M = 4.48), followed by Financial Aid (M = 4.14), Student Activities (M = 4.09), and Tutoring (M = 4.08). As has been the case for the past two years, the service receiving the lowest rating was Career Planning (M = 3.64).

Summary and Conclusions

A central part of the community college system's mission is to provide a highly trained workforce for the state. The annual student follow-up survey is a key element in assuring the quality of occupational programs. This study focuses on how successful community college students have been in reaching their goals of obtaining employment and continuing their education and provides student perceptions of their programs and employment. Survey results are used by colleges to strengthen the programs they offer.

As with past studies, the results of the fiscal year 1993 study of 1992 graduates are extremely positive. The study surveyed graduates from 14 broad occupational program areas. All Illinois community colleges were involved in conducting this survey of 2,641 graduates. A response rate of 51.4 percent was obtained as 1,358 students returned usable surveys.

The role of occupational education is twofold: successful employment and/or preparation for further education. Among the 1992 occupational graduates surveyed, 90.4 percent were involved in one or both of these activities.

One significant indication of success is whether or not students obtain employment after graduation. Follow-up study results show that 82.9 percent of respondents were employed. Training at Illinois community colleges addressed a multiplicity of student goals. Many students pursue degrees or certificates enabling them to locate employment. The greatest number of students (39.5 percent) reached this goal and became employed following graduation. Other students sought training to upgrade skills for employment or enhance their potential for promotion. More than one-quarter (29.1 percent) of the respondents gained employment during the time they were enrolled at the community college. Nearly one-third (31.4 percent) remained in the same position they occupied at program entrance.

Over two-thirds of the respondents were employed in positions related to their training, and 92.2 percent were employed in Illinois. Hence, tax dollars invested in educating this group of students should receive a solid rate of return.

Substantial earning power was displayed by program graduates. The overall average salary earned by full-time employees from the specified occupational programs was $10.73 an hour, which is the equivalent of $22,318 a year. Results varied considerably among programs from a low of $5.90 an hour for Information Processing graduates to $14.43 per hour for Metal Work Apprentice graduates employed in full-time positions. Graduates from the highest paying programs averaged nearly two and one-half times the amount earned by completers of the lowest paying fields. Informed occupational choices are made on the basis of various factors, including personal interests, values, aptitudes, working conditions, and opportunities for growth and advancement. Compensation in a given field should certainly be a consideration. Community colleges offering programs that historically have led to low paying jobs need to ensure that entering students are aware of the limited financial awards that are available for program completers. The viability of programs that lead to low paying jobs should be questioned at the local level. Community college program completion should lead to employment that supports independent living.

Student success also is determined by those individuals who continue their education to gain further knowledge and skills in the field they have chosen. Over one-quarter (27.2 percent) of the graduates polled were pursuing additional education. Of these, nearly 70 percent were in related educational programs.

Graduate satisfaction with their community college programs was high with Course Content ($\underline{M}$ = 4.29) receiving the highest satisfaction rating among the items considered. Likewise, for the most part, graduates were highly satisfied with their current jobs ($\underline{M}$ = 3.80). Yet, graduates rated the following college services lowest: Career Planning ($\underline{M}$ = 3.64), Transfer Planning ($\underline{M}$ = 3.71), Counseling ($\underline{M}$ = 3.81), and Academic Advising ($\underline{M}$ = 3.86). Relatedly, graduates rated Labor Market Employment Information ($\underline{M}$ = 3.46) lowest among major program components. These ratings are still in the satisfied range; however, they collectively point toward an overall area where students surveyed see room for improvement. Colleges should continue their efforts to strengthen the educational and career guidance, advisement/counseling, and placement services they offer.

While the overall results of the study were positive, areas were identified that deserve close examination at the local and state level. These areas will be examined in the colleges' program review process for fiscal year 1994 when the programs included in the follow-up study undergo in-depth review. The following are examples of program specific issues that will be addressed.

Accounting and Bookkeeping. Forty percent of the workers reported that they were employed in a job unrelated to their field of study. Of those who provided reasons for this, 40 percent indicated they were unable to find a job in their field of preparation. *HORIZONS* states that as businesses increasingly rely on computers, growth in this occupation will be limited. Many students are completing programs in accounting and bookkeeping, yet "'accounting clerk' is among the 50 occupations expected to have the greatest number of job openings each year in Illinois." This is attributed to the need to replace those leaving the labor force. Respondents gave lower satisfaction ratings to Job Preparation ($\underline{M}$ = 4.00) and Labor Market Information ($\underline{M}$ = 3.49). It is essential that colleges continue utilizing input from advisory groups to ensure that programs are meeting the needs of students and businesses alike.

Banking and Finance. Overall results showed that students were least satisfied with Labor Market Information (M = 3.68). Banking and Finance program graduates experienced one of the highest unemployment rate of all respondents, 16.7 percent. The *Occupational Outlook Handbook* (1992-93) reports that growth in this field may be limited due to bank mergers, consolidations, and closings. In addition, automatic teller machines and other electronic equipment have reduced the need for tellers. The authors further conclude, "The fastest growing industry within this sector is expected to be nondepository holding and investment offices which includes businesses that compete with banks, such as finance companies and mortgage brokers." Specialized training is not required so competition abounds.

Office Supervision and Management. Nearly 30 percent of the graduates were pursing additional education reinforcing the need for 2+2 articulation agreements with senior institutions. Graduates were least satisfied with the type of labor market information they received (M = 3.44).

General Office. Salaries for graduates were second from the lowest of all programs surveyed at $6.14 per hour. Graduates employed in a position related to their training ranked their level of satisfaction with their job second to lowest (M = 3.83). (Specifically, clerk typists reported a mean average of 2.25.) Only Graphic and Printing Equipment Operators reported lower satisfaction rates (M = 3.74). Despite this, *HORIZONS* states "'General office clerks' is one of the 50 occupations expected to have the largest number of job openings each year in Illinois" (p. 62).

Information Processing. Graduates from this program area reported the lowest average salary of all programs studied ($5.90 per hour). With nearly one-third of survey respondents employed part-time, Information Processing graduates had the highest rate of part-time employment among all programs. The proportion of Information Processing (41.9 percent) graduates who obtained employment while enrolled was the largest among all completers.

Quality Control and Safety Technology. While graduates of Quality Control and Safety Technology programs had an excellent rate of employment, nearly one-half of all graduates were employed out-of-district or out-of-state, indicating a potential need to relocate. One-quarter of the graduates were seeking additional education, reinforcing the need to ensure that students are properly advised and that articulation is strong. *HORIZONS* indicates that without additional training, opportunities may be limited (p. 195). Quality Control and Safety Technology graduates were least satisfied (M = 3.30) of all graduates with the services provided by the college.

Mechanical Engineering-Related Technologies. There was a higher than average number of respondents enrolled in related and unrelated programs (31 percent). This indicates that community colleges should ensure that programs coincide with senior institutions. The lowest satisfaction ratings were shown in job preparation (M = 3.71) and labor market information (M = 3.38).

Medical Laboratory Technology. While responding Medical Laboratory Technology program graduates were satisfied to very satisfied with nearly all program components, the area perceived as needing the most improvement was the equipment, facilities, and materials used in conjunction with their training (M = 3.65).

Interior Design and Decorating. While four out of five respondents were employed, almost one-third (31.6 percent) were in positions not related to their training. The reason most frequently mentioned for employment not related to Interior Design was an inability to find a job related to their studies (45.5 percent). A higher than average out-of-district (38.5 percent) employer location suggests that relocation may be necessary to acquire a suitable position. *HORIZONS* (1994) cautions that the field is sensitive to weakness in the economy and prospects are somewhat limited to large cities (p. 162). Students should be advised of these inherent limitations prior to program entrance. The neutral to somewhat satisfied ratings for Academic Advising (M = 3.22), the Availability of Labor Market Information (M = 3.24), Counseling (M = 3.33), and Career Planning (M = 3.38) indicates that there is room for improvement here.

Library Assistant. Two-thirds of the employed respondents remained in the same position after graduating that they had at program entrance. Library Assistant graduates also had the highest percentage (60 percent) of completers employed outside of the district where they were trained. According to *HORIZONS* (1994), trained library assistants may find more opportunities for advancement in smaller libraries and communities (p. 70). Among all graduates surveyed, Library Assistant program completers exhibited the highest overall satisfaction with program components (M = 4.17) and third highest rating for college services (M = 4.09). The service they thought needed the most improvement was transfer planning (M = 3.20).

Heating, Air Conditioning and Refrigeration. Although 89.4 percent of the graduates from this program were employed, one-third are working outside their field. Nearly one-half (46.6 percent) of the completers are in a position unrelated to their training because they could not find a position in Heating, Air Conditioning and Refrigeration. The percentage of employees working out-of-district and out-of-state were both slightly above average. *HORIZONS* (1994) indicates that more people are completing training programs in Illinois than expected job openings (p. 214). Students should be advised of the oversupply of workers in this occupational area and that a competitive advantage will go to those with a broad range of skills and knowledge of heat pumps. Neutral to somewhat satisfied ratings for the Availability of Labor Market Information (M = 3.20) and Career Planning (M = 3.48) show an opportunity for colleges to improve in these service areas.

Drafting. Community college graduates from these programs had an unemployment rate of 11 percent. *HORIZONS* (1994) indicates far more people are completing educational programs in drafting than there are expected job openings. Opportunities will be best for those trained in the use of computer-aided drafting systems and electronic drafting equipment. (p. 161). Fifty-five percent of Architectural Drafting program completers were working in positions not related to their studies. They accounted for an above average rate of persons working outside the field in the overall Drafting data. Most often cited reasons for working outside the area among Architectural Drafting graduates were a lack of positions in the field (28.5 percent), better pay in another field (28.5 percent), in a temporary job (19 percent), and preferred working in

another field (14.3 percent). Students should be made aware of the oversupply of drafting graduates and how essential computer skills are to locating suitable employment.

Graphic and Printing Equipment Operators. The overall incidence of part-time employment in this broad area was above average due to a 42.9 percent rate of part-time employment for Commercial Art/Graphic Design graduates. Commercial Photography had few graduates, but 83.3 percent (N = 5) of them were working outside the field. Among Commercial Photography completers, three could not find positions in the field, one preferred to work elsewhere, and one was working in a temporary position. Unemployment also was a problem among Commercial Photography graduates. Graduates from this specific program working full-time earned the lowest average salary among the trades at $16,369. *HORIZONS* (1994) advises that skilled, talented workers usually can find employment, but less experienced photographers face stiff competition for jobs. (p. 302.)

Precision Metal Workers. Within the broad group, the Welder/Welding Technology Program graduates had an unemployment rate of 13.8 percent (N = 11). Nearly one-third (30.6 percent) of the Welding Technology graduates were working in positions not related to their training. Reasons cited for working in another occupation included an inability to locate a position in the field (42.1 percent), found a better paying job in another area (15.8 percent), and preferred to work in another field (10.5 percent). *HORIZONS* (1994) cautions that welders seeking their first jobs may face keen competition from experienced welders who are unemployed (p. 333).

Recent studies and reports on adult literacy rates, potential new product and service quality certification requirements for international trade, and planned staff reductions in business and industry suggest an ongoing need for the services provided by community colleges.

In the foreseeable future, the need for training and retraining programs should remain strong. A September 1993 study entitled *Adult Literacy in America* by the National Center for Education Statistics and Educational Testing Services reiterates the pressing need for adult education across the nation and within the state. Nationally, approximately 90 million adults, 47 percent of the adult population of the United States, do not have the literacy skills required to function effectively in society and in the workplace. This includes 42 million, or 22 percent, of the adults who demonstrated skills in the lowest literacy level. The most literate of the 42 million in the lowest group were able to perform simple, routing tasks involving brief and uncomplicated tasks; e.g., simple arithmetic, locating the time or place of a meeting on a form, or identifying a specific piece of information in a brief news article. Similarly, preliminary Illinois results indicated that approximately 4 million adults in this state do not possess the necessary skills to perform effectively in the workplace, including almost 2 million, or 24 percent, of the state's adults who scored in the lowest literacy level. These results reinforce the need to intensify outreach efforts that help adults with basic skill deficiencies. Colleges will need to continue their efforts aimed at strengthening transition programs which help adults who earn high school equivalency/GED status enter community college occupational/vocational or transfer programs.

Simultaneously, paradigms are shifting in an increasingly global economy and new alliances are being formed around the world. Potential new requirements for trade also are emerging along with demands that product and service quality be documented. These trends have implications for community college training and retraining programs. For example, ISO 9000 Standards are

having an impact in Illinois. The ISO 9000 standards are an integrated series of international quality indicators for establishing, documenting, and maintaining the quality of a process. They are applicable to all types of business ventures including both manufacturing and services. Currently, all twelve European Community member countries have mandated ISO 9000 standards internally in anticipation of a unified European market. It is anticipated that many Asian countries will eventually adopt ISO 9000 standards as well. While the latest available information indicates that ISO 9000 certification is not yet a requirement to do business in Europe or Asia there is a strong possibility that it could be in the future. Should this occur, even businesses who do not trade directly with these countries could be affected if they supply goods to other businesses who, in turn, provide products to countries requiring ISO 9000 certification. Because the community college system supports and promotes quality-enhancing initiatives, several community colleges and universities have formed consortia to help Illinois companies learn the ISO 9000 Quality Systems. The Illinois Department of Commerce and Community Affairs is providing additional support for this initiative.

Indications point to a very gradual American economic recovery. Hence, community college training and retraining efforts will remain in demand. *The Wall Street Journal* recently reported results from an American Management Association poll indicating that about 22 percent of the 870 employers surveyed plan to reduce their staffs by June 1994. Association officials project an even higher proportion of job cuts with an estimated 40 percent of the employers eliminating jobs before June 1994. Within the last year, almost one-half of the employers surveyed actually lowered employment by an average of 10 percent -- the highest proportion since 1989-1990. Community colleges have programs designed to help people upgrade their skills to re-enter the workforce.

These examples of the need for additional training and upgrading of the workforce exemplify the ongoing need for programs and services provided by community colleges. The Illinois community college system is committed to continuing to build its working relationship with business, industry, and government to provide a well-trained and educated workforce.

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APPENDIX A

Data Tables

Illinois Community College Board

Table A-1

EMPLOYMENT AND EDUCATION STATUS OF PROGRAM COMPLETERS
IN SELECTED OCCUPATIONAL PROGRAMS

CIP	PROGRAM	EMPLOYED AND NOT PURSUING ADDITIONAL EDUCATION		PURSUING ADDITIONAL EDUCATION AND NOT EMPLOYED		EMPLOYED AND PURSUING ADDITIONAL EDUCATION		TOTAL GRADUATES EMPLOYED OR PURSUING ADDITIONAL EDUCATION OR BOTH		TOTAL GRADUATES RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
0701 Total	ACCOUNTING/BOOKKEEPING	210	68.6	40	13.1	56	18.3	306	89.5	342
070201	BANKING AND FINANCE	10	47.6	3	14.3	8	38.1	21	87.5	24
070401	OFFICE SUPERVISION AND MANAGEMENT	30	68.2	1	2.3	13	29.5	44	91.7	48
0707 Total	GENERAL OFFICE	51	76.1	4	6.0	12	17.9	67	78.8	85
070702	Clerk-Typist	26	83.9	0	0.0	5	16.1	31	67.4	46
070705	General Office Clerk	25	69.4	4	11.1	7	19.4	36	92.3	39
0709 Total	INFORMATION PROCESSING	27	77.1	3	6.6	5	14.3	35	94.6	37
1507 Total	QUALITY CONTROL AND SAFETY TECHNOLOGIES	18	75.0	0	0.0	6	25.0	24	100.0	24
1508 Total	MECHANICAL ENGINEERING-RELATED TECH	60	65.9	10	11.0	21	23.1	91	90.1	101
150605	Mechanical Engineering/Mechanical Technology	31	66.0	6	12.8	10	21.3	47	94.0	50
150610	Computer-aided Design	29	65.9	4	9.1	11	25.0	44	86.3	51
170309	MEDICAL LABORATORY TECHNOLOGY	33	66.8	2	5.3	3	7.9	38	97.4	39
200505	INTERIOR DESIGN AND DECORATING	31	70.5	5	11.4	8	18.2	44	91.7	48

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-1

EMPLOYMENT AND EDUCATION STATUS OF PROGRAM COMPLETERS
IN SELECTED OCCUPATIONAL PROGRAMS
(Continued)

CIP	PROGRAM	EMPLOYED AND NOT PURSUING ADDITIONAL EDUCATION		PURSUING ADDITIONAL EDUCATION AND NOT EMPLOYED		EMPLOYED AND PURSUING ADDITIONAL EDUCATION		TOTAL GRADUATES EMPLOYED OR PURSUING ADDITIONAL EDUCATION OR BOTH		TOTAL GRADUATES RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
250301	LIBRARY ASSISTANT	24	77.4	1	3.2	6	19.4	31	91.2	34
4702 Total	HEATING, AIR CONDITIONING & REFRIGERATION	133	74.5	10	5.6	36	20.1	179	94.7	189
4801 Total	DRAFTING	58	65.9	4	4.5	26	29.5	88	88.0	100
480102	Architectural Drafting	23	54.8	3	7.1	16	38.1	42	91.3	46
480105	Mechanical Drafting	35	76.1	1	2.2	10	21.7	46	85.2	54
4802 Total	GRAPHIC AND PRINTING EQUIPMENT OPERATORS	51	55.4	13	14.1	28	30.4	92	89.3	103
480203	Commercial Art/Graphic Design	29	50.9	8	14.0	20	35.1	57	95.0	60
480204	Commercial Photography	4	44.4	3	33.3	2	22.2	9	81.8	11
480206	Lithographer and Platemaker	18	69.2	2	7.7	6	23.1	26	81.3	32
4806 Total	PRECISION METAL WORKERS	123	76.9	9	5.6	28	17.5	160	90.9	176
480603	Machine Shop Assistant	45	77.6	1	1.7	12	20.7	58	92.1	63
480607	Tool and Die Maker/Technologist	14	93.3	0	0.0	1	6.7	15	88.2	17
480608	Welder/Welding Technologist	51	70.8	8	11.1	13	18.1	72	88.9	81
480699	Precision Metal Apprentice	13	86.7	0	0.0	2	13.3	15	100.0	15
	Associate Degrees	445	73.3	52	8.6	110	18.1	607	92.0	660
	Advanced Certificates (30 hours or more)	197	70.6	23	8.2	59	21.1	279	88.9	314
	Basic Certificates (Less than 30 hours)	217	65.0	30	9.0	87	26.0	334	88.8	376
	REPORT TOTAL	859	70.4	105	8.6	256	21.0	1220	90.4	1350

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-2

EMPLOYMENT PATTERNS OF PROGRAM COMPLETERS
IN SELECTED OCCUPATIONAL PROGRAMS

CIP	PROGRAM	EMPLOYED FULL-TIME		EMPLOYED PART-TIME		UNEMPLOYED SEEKING EMPLOYMENT		UNEMPLOYED NOT SEEKING EMPLOYMENT		TOTAL RESPONDING	TOTAL EMPLOYED	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	NUMBER	PERCENT
6701 Total	ACCOUNTING/BOOKKEEPING	216	61.2	50	18.8	42	12.9	34	9.9	342	266	77.8
670601	BANKING AND FINANCE	15	83.3	3	16.7	4	16.7	2	8.3	24	18	75.0
670401	OFFICE SUPERVISION AND MANAGEMENT	38	88.4	5	11.6	3	6.9	2	4.2	48	43	89.6
6707 Total	GENERAL OFFICE	44	69.8	19	30.2	11	12.9	11	12.9	85	63	74.1
670708	Clerk-Typist	20	64.5	11	35.5	7	15.2	8	17.4	46	31	67.4
670705	General Office Clerk	24	75.0	8	25.0	4	10.3	3	7.7	39	32	82.1
6709 Total	INFORMATION PROCESSING	22	68.8	10	31.3	4	10.8	1	2.7	37	32	86.5
1807 Total	QUALITY CONTROL AND SAFETY TECHNOLOGIES	23	95.8	1	4.2	0	0.0	0	0.0	24	24	100.0
1806 Total	MECHANICAL ENGINEERING-RELATED TECHNOLOGIES	75	92.6	6	7.4	11	11.1	7	7.1	99	81	81.8
150605	Mechanical Engineering/Mechanical Technology	39	95.1	2	4.9	3	6.1	5	10.2	49	41	83.7
150610	Computer-aided Design	36	90.0	4	10.0	8	16.0	2	4.0	50	40	80.0
170609	MEDICAL LABORATORY TECHNOLOGY	32	88.9	4	11.1	1	2.6	2	5.1	39	36	92.3
200508	INTERIOR DESIGN AND DECORATING	28	71.8	11	28.2	4	8.3	5	10.4	48	39	81.3

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-2

EMPLOYMENT PATTERNS OF PROGRAM COMPLETERS
IN SELECTED OCCUPATIONAL PROGRAMS
(Continued)

CIP	PROGRAM	EMPLOYED FULL-TIME		EMPLOYED PART-TIME		UNEMPLOYED SEEKING EMPLOYMENT		UNEMPLOYED NOT SEEKING EMPLOYMENT		TOTAL RESPONDING	TOTAL EMPLOYED	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	NUMBER	PERCENT
250301	LIBRARY ASSISTANT	21	70.0	9	30.0	2	5.9	2	5.9	34	30	88.2
4708 Total	HEATING, AIR CONDITIONING, & REFRIGERATION	158	93.5	11	6.5	14	7.4	6	3.2	189	169	89.4
4801 Total	DRAFTING	70	83.3	14	16.7	11	11.0	5	5.0	100	84	84.0
480102	Architectural Drafting	31	79.5	8	20.5	4	8.7	3	6.5	46	39	84.8
480105	Mechanical Drafting	39	86.7	6	13.3	7	13.0	2	3.7	54	45	83.3
4806 Total	GRAPHIC AND PRINTING EQUIPMENT OPERATORS	55	69.6	24	30.4	14	13.9	8	7.9	101	79	78.2
480609	Commercial Art/Graphic Design	28	57.1	21	42.9	7	11.7	4	6.7	60	49	81.7
480604	Commercial Photography	5	83.3	1	16.7	4	36.4	1	9.1	11	6	54.5
480608	Lithographer and Platemaker	22	91.7	2	8.3	3	10.0	3	10.0	30	24	80.0
4808 Total	PRECISION METAL WORKERS	144	95.4	7	4.6	19	10.9	5	2.9	175	151	86.3
480606	Machine Shop Assistant	55	96.5	2	3.5	6	9.5	0	0.0	63	57	90.5
480607	Tool and Die Maker/Technologist	14	93.3	1	6.7	2	11.8	0	0.0	17	15	88.2
480508	Welder/Welding Technologist	60	93.8	4	6.3	11	13.8	5	6.3	80	64	80.0
480699	Precision Metal Apprentice	15	100.0	0	0.0	0	0.0	0	0.0	15	15	100.0
	Associate Degree	466	83.8	90	16.2	57	8.6	47	7.1	659	555	84.2
	Advanced Certificates (30 hours or more)	214	83.6	42	16.4	41	13.1	15	4.8	312	256	82.1
	Basic Certificates (Less than 30 hours)	262	86.2	42	13.8	42	11.2	28	7.5	374	304	81.3
	REPORT TOTAL	941	84.4	174	15.6	140	10.4	90	6.7	1345	1115	82.9

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-3

GRADUATES SIMULTANEOUSLY EMPLOYED AND PURSUING ADDITIONAL EDUCATION
IN SELECTED OCCUPATIONAL PROGRAMS

CIP	PROGRAM	EMPLOYED AND PURSUING ADDITIONAL EDUCATION IN A RELATED FIELD		EMPLOYED AND PURSUING ADDITIONAL EDUCATION IN AN UNRELATED FIELD		TOTAL GRADUATES EMPLOYED AND PURSUING ADDITIONAL EDUCATION		TOTAL GRADUATES RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
0701 Total	ACCOUNTING/BOOKKEEPING	48	85.7	8	14.3	56	16.4	342
070201	BANKING AND FINANCE	2	25.0	6	75.0	8	33.3	24
070401	OFFICE SUPERVISION AND MANAGEMENT	9	69.2	4	30.8	13	27.1	48
0707 Total	GENERAL OFFICE	11	91.7	1	8.3	12	14.1	85
070702	Clerk-Typist	4	80.0	1	20.0	5	10.9	46
070706	General Office Clerk	7	100.0	0	0.0	7	17.9	39
0709 Total	INFORMATION PROCESSING	4	80.0	1	20.0	5	13.5	37
1507 Total	QUALITY CONTROL AND SAFETY TECHNOLOGIES	5	83.3	1	16.7	6	25.0	24
1508 Total	MECHANICAL ENGINEERING-RELATED TECH	16	76.2	5	23.8	21	20.8	101
150605	Mechanical Engineering/Mechanical Technology	10	100.0	0	0.0	10	20.0	50
150610	Computer-aided Design	6	54.5	5	45.5	11	21.6	51
170309	MEDICAL LABORATORY TECHNOLOGY	2	66.7	1	33.3	3	7.7	39
200505	INTERIOR DESIGN AND DECORATING	3	37.5	5	62.5	8	16.7	48

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-3

GRADUATES SIMULTANEOUSLY EMPLOYED AND PURSUING ADDITIONAL EDUCATION
IN SELECTED OCCUPATIONAL PROGRAMS
(Continued)

CIP	PROGRAM	EMPLOYED AND PURSUING ADDITIONAL EDUCATION IN A RELATED FIELD		EMPLOYED AND PURSUING ADDITIONAL EDUCATION IN AN UNRELATED FIELD		TOTAL GRADUATES EMPLOYED AND PURSUING ADDITIONAL EDUCATION		TOTAL GRADUATES RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
250301	LIBRARY ASSISTANT	2	33.3	4	66.7	6	17.6	34
4702 Total	HEATING, AIR CONDITIONING & REFRIGERATION	23	63.9	13	36.1	36	19.0	189
4801 Total	DRAFTING	16	61.5	10	38.5	26	26.0	100
480102	Architectural Drafting	9	56.3	7	43.8	16	34.8	46
480105	Mechanical Drafting	7	70.0	3	30.0	10	18.5	54
4802 Total	GRAPHIC AND PRINTING EQUIPMENT OPERATORS	22	78.6	6	21.4	28	27.2	103
480203	Commercial Art/Graphic Design	15	75.0	5	25.0	20	33.3	60
480204	Commercial Photography	2	100.0	0	0.0	2	18.2	11
480206	Lithographer and Platemaker	5	83.3	1	16.7	6	18.8	32
4805 Total	PRECISION METAL WORKER	19	67.9	9	32.1	28	15.9	176
480503	Machine Shop Assistant	6	50.0	6	50.0	12	19.0	63
480507	Tool and Die Maker/Technologist	1	100.0	0	0.0	1	5.9	17
480508	Welder/Welding Technologist	10	76.9	3	23.1	13	16.0	81
480599	Metal Worker Apprentice	2	100.0	0	0.0	2	13.3	15
	Associate Degrees	71	64.5	39	35.5	110	16.7	660
	Advanced Certificates (30 hours or more)	43	72.9	16	27.1	59	18.8	314
	Basic Certificates (Less than 30 hours)	68	78.2	19	21.8	87	23.1	376
	REPORT TOTAL	182	71.1	74	28.9	256	19.0	1350

Illinois Community College Board

Table A-4

EDUCATIONAL STATUS OF GRADUATES
FROM SELECTED OCCUPATIONAL PROGRAMS

CIP	PROGRAM	NO FURTHER EDUCATION		PREVIOUSLY PURSUED FURTHER EDUCATION BUT NOT NOW		CURRENTLY ENROLLED IN RELATED PROGRAM		CURRENTLY ENROLLED IN UNRELATED PROGRAM		TOTAL RESPONDING	COMBINED COUNT CURRENTLY ENROLLED IN RELATED AND UNRELATED PROGRAMS	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	NUMBER	PERCENT
0701 Total	ACCOUNTING AND BOOKKEEPING	219	64.6	24	7.1	79	23.3	17	5.0	339	96	28.3
070201	BANKING AND FINANCE	12	50.0	1	4.2	4	16.7	7	29.2	24	11	45.8
070401	OFFICE SUPERVISION AND MANAGEMENT	33	68.8	1	2.1	9	18.7	5	10.4	48	14	29.2
0707 Total	GENERAL OFFICE	62	78.5	1	1.3	13	16.5	3	3.8	79	16	20.3
070702	Clerk-Typist	35	85.4	1	2.4	4	9.8	1	2.4	41	5	12.2
070708	General Office Clerk	27	71.1	0	0.0	9	23.7	2	5.3	38	11	28.9
0709 Total	INFORMATION PROCESSING	28	75.7	1	2.7	5	13.5	3	8.1	37	8	21.6
1507 Total	QUALITY CONTROL AND SAFETY TECHNOLOGIES	17	70.8	1	4.2	5	20.8	1	4.2	24	6	25.0
1508 Total	MECHANICAL ENGINEERING-RELATED TECHNOLOGIES	67	67.0	2	2.0	21	21.0	10	10.0	100	31	31.0
150605	Mechanical Engineering/Mechanical Technology	31	63.3	2	4.1	14	28.6	2	4.1	49	16	----
150610	Computer-aided Design	36	70.6	0	0.0	7	13.7	8	15.7	51	15	29.4
170609	MEDICAL LABORATORY TECHNOLOGY	31	79.5	3	7.7	4	10.3	1	2.8	39	5	12.8
500508	INTERIOR DESIGN AND DECORATING	34	70.8	1	2.1	6	12.5	7	14.6	48	13	27.1

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-4

EDUCATIONAL STATUS OF GRADUATES
FROM SELECTED OCCUPATIONAL PROGRAMS
(Continued)

CIP	PROGRAM	NO FURTHER EDUCATION		PREVIOUSLY PURSUED FURTHER EDUCATION BUT NOT NOW		CURRENTLY ENROLLED IN RELATED PROGRAM		CURRENTLY ENROLLED IN UNRELATED PROGRAM		TOTAL RESPONDING	COMBINED COUNT CURRENTLY ENROLLED IN RELATED AND UNRELATED PROGRAMS	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	NUMBER	PERCENT
250501	LIBRARY ASSISTANT	26	76.5	1	2.9	2	5.9	5	14.7	34	7	20.6
4706 Total	HEATING, AIR CONDITIONING, & REFRIGERATION MECHANICS	130	71.8	5	2.8	27	14.9	19	10.5	181	46	25.4
4801 Total	DRAFTING	60	60.6	9	9.1	18	18.2	12	12.1	99	30	30.3
480102	Architectural Drafting	24	53.3	2	4.4	10	22.2	9	20.0	45	19	42.2
480103	Mechanical Drafting	36	66.7	7	13.0	8	14.8	3	5.6	54	11	20.4
4808 Total	GRAPHIC AND PRINTING EQUIPMENT OPERATORS	51	51.0	8	8.0	32	32.0	9	9.0	100	41	41.0
480803	Commercial Art/Graphic Design	28	47.5	3	5.1	21	35.6	7	11.9	59	28	47.5
480804	Commercial Photography	5	45.5	1	9.1	4	36.4	1	9.1	11	5	45.5
480806	Lithographer and Platemaker	18	60.0	4	13.3	7	23.3	1	3.3	30	8	26.7
4806 Total	PRECISION METAL WORKERS	128	74.0	8	4.6	25	14.5	12	6.9	173	37	21.4
480609	Machine Shop Assistant	46	74.2	3	4.8	6	9.7	7	11.3	62	13	21.0
480607	Tool and Die Maker/Technologist	13	81.3	2	12.5	1	6.3	0	0.0	16	1	6.3
480608	Welder/Welding Technologist	56	70.0	3	3.8	16	20.0	5	6.3	80	21	26.3
480699	Metal Work Apprentice	13	86.7	0	0.0	2	13.3	0	0.0	15	2	13.3
	Associate Degree	455	69.5	38	5.8	104	15.9	58	8.9	655	162	24.7
	Advanced Certificates (30 hours or more)	215	69.4	12	3.9	54	17.6	28	9.1	307	82	26.7
	Basic Certificates (Less than 30 hours)	230	63.4	16	4.4	92	25.3	25	6.9	363	117	32.2
	REPORT TOTAL	898	67.9	66	5.0	250	18.9	111	8.4	1325	361	27.2

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-5

RELATEDNESS OF EMPLOYMENT AMONG PROGRAM COMPLETERS
IN SELECTED OCCUPATIONAL PROGRAMS

CIP	PROGRAM	EMPLOYED FULL-TIME		EMPLOYED PART-TIME		COMBINED				TOTAL RESPONDING
			NOT		NOT	RELATED		NOT RELATED		
		RELATED NUMBER	RELATED NUMBER	RELATED NUMBER	RELATED NUMBER	NUMBER	PERCENT	NUMBER	PERCENT	
0701 Total	ACCOUNTING AND BOOKKEEPING	130	80	25	24	155	59.8	104	40.2	259
070201	BANKING AND FINANCE	12	2	1	2	13	76.5	4	23.5	17
070401	OFFICE SUPERVISION AND MANAGEMENT	32	5	2	3	34	81.0	8	19.0	42
0707 Total	GENERAL OFFICE	35	9	8	10	43	69.4	19	30.6	62
070702	Clerk-Typist	16	4	5	5	21	70.0	9	30.0	30
070705	General Office Clerk	19	5	3	5	22	68.8	10	31.3	32
0709 Total	INFORMATION PROCESSING	15	7	8	2	23	71.9	9	28.1	32
1507 Total	QUALITY CONTROL AND SAFETY TECHNOLOGIES	15	7	0	1	15	65.2	8	34.8	23
1508 Total	MECHANICAL ENGINEERING-RELATED TECHNOLOGIES	60	15	0	6	60	74.1	21	25.9	81
150605	Mechanical Engineering/Mechanical Technology	34	5	0	2	34	82.9	7	17.1	41
150610	Computer-aided Design	26	10	0	4	26	65.0	14	35.0	40
170309	MEDICAL LABORATORY TECHNOLOGY	31	1	4	0	35	97.2	1	2.8	36
200505	INTERIOR DESIGN AND DECORATING	21	7	5	5	26	68.4	12	31.6	38

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-5

RELATEDNESS OF EMPLOYMENT AMONG PROGRAM COMPLETERS
IN SELECTED OCCUPATIONAL PROGRAMS
(Continued)

CIP	PROGRAM	EMPLOYED FULL-TIME		EMPLOYED PART-TIME		COMBINED				TOTAL RESPONDING
		RELATED NUMBER	NOT RELATED NUMBER	RELATED NUMBER	NOT RELATED NUMBER	RELATED NUMBER	RELATED PERCENT	NOT RELATED NUMBER	NOT RELATED PERCENT	
250301	LIBRARY ASSISTANT	16	4	8	1	24	82.8	5	17.2	29
4702 Total	HEATING, AIR CONDITIONING, & REFRIGERATION MECHANICS	103	53	6	5	109	65.3	58	34.7	167
4801 Total	DRAFTING	49	20	4	10	53	63.9	30	36.1	83
480102	Architectural Drafting	15	15	2	6	17	44.7	21	55.3	38
480105	Mechanical Drafting	34	5	2	4	36	80.0	9	20.0	45
4802 Total	GRAPHIC AND PRINTING EQUIPMENT OPERATORS	36	17	12	12	48	62.3	29	37.7	77
480303	Commercial Art/Graphic Design	21	5	9	12	30	63.8	17	36.2	47
480304	Commercial Photography	0	5	1	0	1	16.7	5	83.3	6
480308	Lithographer and Platemaker	15	7	2	0	17	70.8	7	29.2	24
4806 Total	PRECISION METAL WORKERS	109	32	3	4	112	75.7	36	24.3	148
480609	Machine Shop Assistant	42	12	0	2	42	75.0	14	25.0	56
480607	Tool and Die Maker/Technologist	13	1	0	1	13	86.7	2	13.3	15
480508	Welder/Welding Technologist	40	18	3	1	43	69.4	19	30.6	62
480599	Precision Metal Workers	14	1	0	0	14	93.3	1	6.7	15
	Associate Degrees	328	129	44	44	372	68.3	173	31.7	545
	Advanced Certificates (30 hours or more)	150	60	18	23	168	66.9	83	33.1	251
	Basic Certificates (Less than 30 hours)	186	70	24	18	210	70.5	88	29.5	298
	REPORT TOTAL	684	259	86	85	750	68.6	344	31.4	1094

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-6

BEGINNING OF PRESENT POSITION AMONG GRADUATES
FROM SELECTED OCCUPATIONAL PROGRAMS

CIP	PROGRAM	HAD POSITION PRIOR TO PROGRAM ENTRANCE		BEGAN POSITION DURING PROGRAM ENROLLMENT		BEGAN POSITION AFTER PROGRAM COMPLETION		TOTAL NUMBER RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
0701 Total	ACCOUNTING/BOOKKEEPING	70	29.0	83	34.4	88	36.5	241
070201	BANKING AND FINANCE	8	50.0	4	25.0	4	25.0	16
070401	OFFICE SUPERVISION AND MANAGEMENT	16	38.1	14	33.3	12	28.6	42
0707 Total	GENERAL OFFICE	9	15.0	18	30.0	33	55.0	60
070702	Clerk-Typist	4	13.3	10	33.3	16	53.3	30
070705	General Office Clerk	5	16.7	8	26.7	17	56.7	30
0709 Total	INFORMATION PROCESSING	1	3.2	13	41.9	17	54.8	31
1507 Total	QUALITY CONTROL AND SAFETY TECHNOLOGIES	13	56.5	4	17.4	6	26.1	23
1508 Total	MECHANICAL ENGINEERING-RELATED TECHNOLOGIES	28	35.9	27	34.6	23	29.5	78
150805	Mechanical Engineering/Mechanical Technology	14	35.9	11	28.2	14	35.9	39
150810	Computer-aided Design	14	35.9	16	41.0	9	23.1	39
170309	MEDICAL LABORATORY TECHNOLOGY	2	5.6	3	8.3	31	86.1	36
200505	INTERIOR DESIGN AND DECORATING	4	10.3	11	28.2	24	61.5	39

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-6

BEGINNING OF PRESENT POSITION AMONG GRADUATES
FROM SELECTED OCCUPATIONAL PROGRAMS
(Continued)

CIP	PROGRAM	HAD POSITION PRIOR TO PROGRAM ENTRANCE		BEGAN POSITION DURING PROGRAM ENROLLMENT		BEGAN POSITION AFTER PROGRAM COMPLETION		TOTAL NUMBER RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
250301	LIBRARY ASSISTANT	20	66.7	4	13.3	6	20.0	30
4702 Total	HEATING, AIR CONDITIONING, & REFRIGERATION	68	41.0	51	30.7	47	28.3	166
4801 Total	DRAFTING	24	28.9	22	26.5	37	44.6	83
480102	Architectural Drafting	18	47.4	9	23.7	11	28.9	38
480105	Mechanical Drafting	6	13.3	13	28.9	26	57.8	45
4802 Total	GRAPHIC AND PRINTING EQUIPMENT OPERATORS	14	20.9	15	22.4	38	56.7	67
480203	Commercial Art/Graphic Design	7	17.9	10	25.6	22	56.4	39
480204	Commercial Photography	2	33.3	1	16.7	3	50.0	6
480206	Lithographer and Platemaker	5	22.7	4	18.2	13	59.1	22
4806 Total	PRECISION METAL WORKERS	56	37.6	40	26.8	53	35.6	149
480603	Machine Shop Assistant	26	45.6	17	29.8	14	24.6	57
480607	Tool and Die Maker/Technologist	7	46.7	4	26.7	4	26.7	15
480608	Welder/Welding Technologist	12	19.4	19	30.6	31	50.0	62
480699	Precision Metal Workers	11	73.3	0	0.0	4	26.7	15
	Associate Degree	118	22.8	161	31.1	239	46.1	518
	Advanced Certificates (30 hours or more)	88	36.1	66	27.0	90	36.9	244
	Basic Certificates (Less than 30 hours)	127	42.5	82	27.4	90	30.1	299
	REPORT TOTAL	333	31.4	309	29.1	419	39.5	1061

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-7

LOCATION OF EMPLOYMENT HELD BY GRADUATES
FROM SELECTED OCCUPATIONAL PROGRAMS

CIP	PROGRAM	IN-DISTRICT		OUT-OF-DISTRICT BUT IN ILLINOIS		OUT-OF-STATE		TOTAL NUMBER RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
0701 Total	ACCOUNTING/BOOKKEEPING	205	79.5	47	18.2	6	2.3	258
070201	BANKING AND FINANCE	12	70.6	4	23.5	1	5.9	17
070401	OFFICE SUPERVISION AND MANAGEMENT	29	69.0	10	23.8	3	7.1	42
0707 Total	GENERAL OFFICE	51	83.6	3	4.9	7	11.5	61
070702	Clerk-Typist	26	89.7	2	6.9	1	3.4	29
070705	General Office Clerk	25	78.1	1	3.1	6	18.8	32
0709 Total	INFORMATION PROCESSING	26	83.9	4	12.9	1	3.2	31
1507 Total	QUALITY CONTROL AND SAFETY TECHNOLOGIES	11	52.4	7	33.3	3	14.3	21
1508 Total	MECHANICAL ENGINEERING-RELATED TECHNOLOGIES	63	78.8	14	17.5	3	3.8	80
150605	Mechanical Engineering/Mechanical Technology	33	82.5	6	15.0	1	2.5	40
150610	Computer-aided Design	30	75.0	8	20.0	2	5.0	40
170309	MEDICAL LABORATORY TECHNOLOGY	13	38.2	13	38.2	8	23.5	34
200505	INTERIOR DESIGN AND DECORATING	23	59.0	15	38.5	1	2.6	39

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-7

LOCATION OF EMPLOYMENT HELD BY GRADUATES
FROM SELECTED OCCUPATIONAL PROGRAMS
(Continued)

CIP	PROGRAM	IN-DISTRICT		OUT-OF-DISTRICT BUT IN ILLINOIS		OUT-OF-STATE		TOTAL NUMBER RESPONDING
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
250301	LIBRARY ASSISTANT	12	40.0	18	60.0	0	0.0	30
4702 Total	HEATING, AIR CONDITIONING, & REFRIGERATION	94	57.0	53	32.1	18	10.9	165
4801 Total	DRAFTING	55	66.3	24	28.9	4	4.8	83
480102	Architectural Drafting	25	65.8	12	31.6	1	2.6	38
480105	Mechanical Drafting	30	66.7	12	26.7	3	6.7	45
4802 Total	GRAPHIC AND PRINTING EQUIPMENT OPERATORS	38	52.1	30	41.1	5	6.8	73
480203	Commercial Art/Graphic Design	29	65.9	13	29.5	2	4.5	44
480204	Commercial Photography	2	33.3	3	50.0	1	16.7	6
480206	Lithographer and Platemaker	7	30.4	14	60.9	2	8.7	23
4806 Total	PRECISION METAL WORKERS	87	58.4	38	25.5	24	16.1	149
480603	Machine Shop Assistant	37	64.9	13	22.8	7	12.3	57
480607	Tool and Die Maker/Technologist	7	46.7	8	53.3	0	0.0	15
480608	Welder/Welding Technologist	33	63.2	13	21.0	16	25.8	62
480699	Precision Metal Apprentice	10	66.7	4	26.7	1	6.7	15
	Associate Degrees	363	67.6	135	25.1	39	7.3	537
	Advanced Certificates (30 hours or more)	157	63.3	60	24.2	31	12.5	248
	Basic Certificates (Less than 30 hours)	199	66.8	85	28.5	14	4.7	298
	REPORT TOTAL	719	66.4	280	25.9	84	7.8	1083

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-8

AVERAGE HOURLY SALARY EARNED BY GRADUATES FROM
SELECTED OCCUPATIONAL PROGRAMS

CIP	PROGRAM	FULL-TIME		PART-TIME		TOTAL	
		NUMBER OF RESPONDENTS	AVERAGE HOURLY SALARY	NUMBER OF RESPONDENTS	AVERAGE HOURLY SALARY	NUMBER OF RESPONDENTS	AVERAGE HOURLY SALARY
0701 Total	ACCOUNTING AND BOOKKEEPING	187	$9.24	42	$7.66	229	$8.95
070201	BANKING AND FINANCE	10	$11.93	2	$4.66	12	$10.72
070401	OFFICE SUPERVISION AND MANAGEMENT	33	$12.82	5	$7.43	38	$12.11
0707 Total	GENERAL OFFICE	42	$6.14	19	$6.13	61	$6.14
070702	Clerk-Typist	19	$6.14	11	$5.33	30	$5.84
070706	General Office Clerk	23	$6.14	8	$7.25	31	$6.43
0709 Total	INFORMATION PROCESSING	22	$5.90	75	$5.60	97	$5.61
1507 Total	QUALITY CONTROL AND SAFETY TECHNOLOGIES	18	$13.28	0	$0.00	18	$13.28
1508 Total	MECHANICAL ENGINEERING-RELATED TECH	66	$12.83	5	$4.60	71	$12.25
150805	Mechanical Engineering/Mechanical Technology	33	$12.81	2	$4.93	35	$12.36
150810	Computer-aided Design	33	$12.87	3	$4.38	36	$12.16
170309	MEDICAL LABORATORY TECHNOLOGY	28	$10.78	4	$9.03	32	$10.56
200508	INTERIOR DESIGN AND DECORATING	17	$8.91	9	$12.47	26	$10.14

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-8

AVERAGE HOURLY SALARY EARNED BY GRADUATES FROM
SELECTED OCCUPATIONAL PROGRAMS
(Continued)

CIP	PROGRAM	FULL-TIME		PART-TIME		TOTAL	
		NUMBER OF RESPONDENTS	AVERAGE HOURLY SALARY	NUMBER OF RESPONDENTS	AVERAGE HOURLY SALARY	NUMBER OF RESPONDENTS	AVERAGE HOURLY SALARY
250301	LIBRARY ASSISTANT	19	$9.83	7	$7.92	26	$9.32
4702 Total	HEATING, AIR CONDITIONING, & REFRIGERATION	127	$12.78	7	$14.51	134	$12.87
4801 Total	DRAFTING	63	$10.25	11	$7.08	74	$9.78
480102	Architectural Drafting	28	$11.28	6	$7.70	34	$10.65
480105	Mechanical Drafting	35	$9.43	5	$6.34	40	$9.04
4802 Total	GRAPHIC AND PRINTING EQUIPMENT OPERATOR	49	$10.29	17	$9.45	66	$10.06
480209	Commercial Art/Graphic Design	26	$10.43	15	$9.62	41	$10.13
480204	Commercial Photography	4	$7.87	0	$0.00	4	$7.87
480206	Lithographer and Platemaker	19	$10.64	2	$8.25	21	$10.41
4805 Total	PRECISION METAL WORKERS	122	$11.89	5	$8.73	127	$11.70
480503	Machine Shop Assistant	45	$12.41	0	$0.00	45	$12.36
480507	Tool and Die Maker/Technologist	9	$12.48	1	$4.25	10	$11.66
480508	Welder/Welding Technologist	55	$10.78	4	$8.04	59	$10.59
480599	Metal Work Apprentice	13	$14.43	0	$0.00	13	$14.43
	Associate Degrees	402	$10.20	68	$7.36	470	$9.78
	Advanced Certificates (30 hours or more)	178	$11.24	38	$8.99	216	$10.84
	Basic Certificates (Less than 30 hours)	223	$11.23	36	$8.04	259	$10.78
	REPORT TOTAL	803	$10.73	142	$7.97	945	$10.31

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-9

JOB SATISFACTION FOR EMPLOYED GRADUATES
WORKING IN POSITIONS RELATED AND UNRELATED TO THEIR COMMUNITY COLLEGE PROGRAMS

CIP	PROGRAM	EMPLOYED GRADUATES WORKING IN A RELATED POSITION		EMPLOYED GRADUATES WORKING IN AN UNRELATED POSITION		EMPLOYED GRADUATES WORKING IN RELATED AND UNRELATED POSITIONS	
		NUMBER	SATISFACTION	NUMBER	SATISFACTION	NUMBER	SATISFACTION
0701 Total	ACCOUNTING/BOOKKEEPING	152	3.97	101	3.23	253	3.66
070201	BANKING AND FINANCE	13	4.38	4	2.50	17	3.94
070401	OFFICE SUPERVISION AND MANAGEMENT	34	3.85	8	3.63	42	3.81
0707 Total	GENERAL OFFICE	42	3.83	18	3.56	60	3.75
070702	Clerk-Typist	20	2.25	8	3.75	28	3.46
070705	General Office Clerk	22	4.27	10	3.40	32	4.00
0709 Total	INFORMATION PROCESSING	22	3.95	9	2.78	31	3.61
1507 Total	QUALITY CONTROL AND SAFETY TECHNOLOGIES	15	4.13	8	3.50	23	3.91
1508 Total	MECHANICAL ENGINEERING-RELATED TECHNOLOGIES	59	3.97	19	3.00	78	3.73
150605	Mechanical Engineering/Mechanical Technology	33	4.18	6	3.50	39	4.08
150610	Computer-aided Design	26	3.69	13	2.77	39	3.38
170309	MEDICAL LABORATORY TECHNOLOGY	35	4.14	1	4.00	36	4.14
200505	INTERIOR DESIGN AND DECORATING	26	4.00	11	4.00	37	4.00

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-9

JOB SATISFACTION FOR EMPLOYED GRADUATES
WORKING IN POSITIONS RELATED AND UNRELATED TO THEIR COMMUNITY COLLEGE PROGRAMS
(Continued)

CIP	PROGRAM	EMPLOYED GRADUATES WORKING IN A RELATED POSITION		EMPLOYED GRADUATES WORKING IN AN UNRELATED POSITION		EMPLOYED GRADUATES WORKING IN RELATED AND UNRELATED POSITIONS	
		NUMBER	SATISFACTION	NUMBER	SATISFACTION	NUMBER	SATISFACTION
250301	LIBRARY ASSISTANT	24	4.25	5	2.60	29	3.97
4702 Total	HEATING, AIR CONDITIONING, & REFRIGERATION	108	3.91	57	3.33	165	3.71
4801 Total	DRAFTING	53	4.19	29	3.55	82	3.96
480102	Architectural Drafting	17	4.00	21	3.76	38	3.87
480105	Mechanical Drafting	36	4.28	8	3.00	44	4.05
4802 Total	GRAPHIC AND PRINTING EQUIPMENT OPERATORS	46	3.74	26	3.62	72	3.69
480203	Commercial Art/Graphic Design	30	3.70	14	4.14	44	3.84
480204	Commercial Photography	1	2.00	5	2.60	6	2.67
480206	Lithographer and Platemaker	15	3.93	7	3.14	22	3.68
4805 Total	PRECISION METAL WORKERS	112	4.05	35	3.60	147	3.95
480503	Machine Shop Assistant	42	4.00	13	4.08	55	4.02
480507	Tool and Die Maker/Technologist	13	3.92	2	2.50	15	3.73
480508	Welder/Welding Technologist	43	4.12	19	3.47	62	3.92
480599	Precision Metal Apprentice	14	4.14	1	2.00	15	4.00
	Associate Degrees	368	4.04	165	3.42	533	3.84
	Advanced Certificates (30 hours or more)	164	3.97	79	3.30	243	3.39
	Basic Certificates (Less than 30 hours)	209	3.95	87	3.31	296	3.76
	REPORT TOTAL	741	4.00	331	3.36	1072	3.80

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-10

GRADUATE SATISFACTION WITH MAJOR PROGRAM COMPONENTS
FOR SELECTED OCCUPATIONAL PROGRAMS

CIP	PROGRAM	COURSE CONTENT	LECTURE/LAB EXPERIENCE	EQUIPMENT FACILITIES MATERIALS	JOB PREPARATION	PREPARATION FOR FURTHER EDUCATION	LABOR MARKET EMPLOYMENT INFORMATION	OVERALL AVERAGE
0701 Total	ACCOUNTING/BOOKKEEPING	4.38	4.23	4.39	4.00	4.18	3.49	4.11
070201	BANKING AND FINANCE	4.17	4.33	4.29	4.20	4.40	3.68	4.19
070401	OFFICE SUPERVISION AND MANAGEMENT	4.29	4.29	4.31	3.88	4.02	3.44	4.04
0707 Total	GENERAL OFFICE	4.48	4.37	4.40	4.21	4.18	3.70	4.22
0709 Total	INFORMATION PROCESSING	4.49	4.24	4.54	4.08	4.11	3.54	4.17
1507 Total	QUALITY CONTROL AND SAFETY TECHNOLOGIES	4.41	4.23	4.26	3.36	3.71	3.10	3.85
1509 Total	MECHANICAL ENGINEERING-RELATED TECHNOLOGIES	4.33	4.27	4.22	3.71	3.96	3.38	3.99
170909	MEDICAL LABORATORY TECHNOLOGY	4.32	4.06	3.85	4.19	4.31	3.94	4.08
200505	INTERIOR DESIGN AND DECORATING	4.13	4.13	4.02	3.00	3.63	3.24	3.70
250901	LIBRARY ASSISTANT	4.42	4.44	4.09	4.35	3.97	3.74	4.17
4702 Total	HEATING, AIR CONDITIONING, & REFRIGERATION	4.10	3.79	3.40	3.59	3.61	3.20	3.65
4901 Total	DRAFTING	4.20	4.27	4.14	3.71	4.01	3.45	3.98
4902 Total	GRAPHIC AND PRINTING EQUIPMENT OPERATORS	4.31	4.39	4.12	3.51	4.02	3.31	3.94
4908 Total	PRECISION METAL WORKERS	4.23	4.21	3.87	3.90	3.98	3.62	3.94
	REPORT TOTAL	4.29	4.19	4.06	3.83	4.02	3.46	3.98

SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993

Illinois Community College Board

Table A-11

GRADUATE SATISFACTION WITH SERVICES
FOR SELECTED OCCUPATIONAL PROGRAMS

CIP	PROGRAM	FINANCIAL AID	ACADEMIC ADVISING	CAREER PLANNING	TRANSFER PLANNING	COUNSE-LING	TUTORING	LIBRARY AUDIO VIS	STUDENT ACTIVITY	OVERALL AVERAGE
0701 Total	ACCOUNTING/BOOKKEEPING	4.17	3.87	3.63	3.68	3.79	4.25	4.58	4.19	4.03
070201	BANKING AND FINANCE	3.40	3.53	2.55	3.64	4.29	4.14	4.71	4.11	3.83
070401	OFFICE SUPERVISION AND MANAGEMENT	4.09	3.81	3.63	3.69	3.76	4.15	4.26	4.38	3.95
0707 Total	GENERAL OFFICE	4.25	4.03	4.02	3.85	4.16	3.97	4.43	4.03	4.13
0709 Total	INFORMATION PROCESSING	4.67	4.47	4.08	4.44	4.05	4.00	4.52	4.30	4.37
1507 Total	QUALITY CONTROL AND SAFETY TECHNOLOGIES	3.71	2.64	2.92	2.80	3.00	4.00	4.13	2.75	3.30
1508 Total	MECHANICAL ENGINEERING-RELATED TECH	4.36	4.04	3.66	3.77	4.05	3.93	4.28	4.06	4.05
170309	MEDICAL LABORATORY TECHNOLOGY	3.58	3.85	3.95	4.00	3.65	4.33	4.39	3.88	3.94
200505	INTERIOR DESIGN AND DECORATING	3.00	3.22	3.38	3.79	3.33	3.40	4.45	4.67	3.82
250301	LIBRARY ASSISTANT	**	3.55	3.75	3.20	3.43	**	4.67	4.67	4.09
4702 Total	HEATING, AIR CONDITIONING & REFRIGERATION	4.36	3.89	3.48	3.52	3.71	4.24	4.51	4.09	4.04
4801 Total	DRAFTING	4.18	3.68	3.48	3.76	3.87	4.41	4.36	4.17	3.98
4802 Total	GRAPHIC AND PRINTING EQUIPMENT OPERATORS	3.58	3.76	3.42	3.53	3.55	3.82	4.54	3.69	3.79
4805 Total	PRECISION METAL WORKERS	4.09	4.02	3.81	3.95	3.87	3.67	4.43	4.03	4.01
	REPORT AVERAGE	4.14	3.88	3.64	3.71	3.81	4.08	4.48	4.09	4.00

** No Response
SOURCE OF DATA: ICCB Occupational Follow-up Study - Fiscal Year 1993